

**CLASSROOM TECHNIQUES TO DEVELOP STUDENTS' ENGLISH
SPEAKING SKILL: A NATURALISTICS STUDY AT SMP
MUHAMMADIYAH 1 SURAKARTA**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of
Education in English Department**

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2016

APPROVAL

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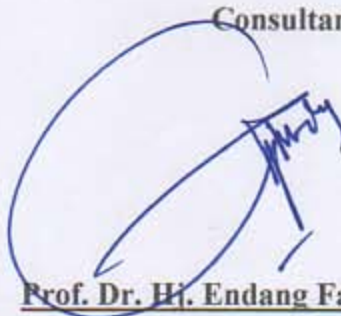
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PRONOUNCEMENT

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NATURALISTICS STUDY AT SMP
MUHAMMADIYAH 1 SURAKARTA**

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The researcher,



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ABSTRACT

This study is aimed in describing (1) classroom technique used by the teacher in Teaching English at SMP Muhammadiyah 1 Surakarta (2) the purposes of each classroom technique (3) the students' role (4) the teachers' role. This type of the research is descriptive qualitative research especially naturalistic. The method of collecting data are observation, interview, and documentation. The result is some classroom techniques used by the teacher to develop students' English skill, especially speaking skill such as question and answer in group, conversation practice, discussion, role play, playing cards, picture describing, retelling video, and story telling. The teacher has roles such as teacher as controller, teacher as organizer, teacher as prompter, teacher as resource, teacher as tutor, teacher as observer, and teacher as model. The student has roles such as student as planner, student as group, student as tutor, student as monitor and evaluator. The conclusion of this research is that the English teacher at SMP Muhammadiyah 1 Surakarta used various classroom techniques in teaching-learning process that can develop the students' English Speaking skill. The various classroom techniques make the students interested and enjoy in learning English language. Therefore, the student will not be bored and lazy in the class. The students can understand the material, the students become more active and creative, especially in learning speaking skill and the student can interested, so the student enjoys in learning English speaking skill.

Key word: Classroom technique, speaking skill, teachers' roles, students' roles.

ABSTRAK

AYU HERTIKA PRAPYUNINGRAT. A320120122. TEKNIK KELAS YANG DIGUNAKAN OLEH GURU UNTUK MENGEMBANGKAN KEMAMPUAN BERBICARA SISWA: NATURALISTIK STUDI DI SMP MUHAMMADIYAH 1 SURAKARTA. Skripsi. Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Surakarta. Juni, 2016.

Penelitian ini bertujuan untuk mendeskripsikan (1) teknik kelas yang digunakan oleh guru dalam Pengajaran Bahasa Inggris di SMP Muhammadiyah 1 Surakarta (2) tujuan masing-masing teknik kelas (3) peran siswa (4) peran guru. Jenis penelitian ini adalah penelitian deskriptif kualitatif terutama naturalistik studi dalam menganalisis data. Metode pengumpulan data dalam penelitian ini adalah observasi, wawancara, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa ada beberapa teknik kelas yang digunakan oleh guru untuk mengembangkan kemampuan berbahasa Inggris siswa terutama keterampilan berbicara seperti: tanya jawab dalam kelompok, praktek percakapan, diskusi, bermain peran, bermain kartu, menceritakan gambar, menceritakan kembali video, dan bercerita. Guru memiliki peran seperti: guru sebagai pengontrol, guru sebagai organizer, guru sebagai motivator, guru sebagai sumber daya, guru sebagai tutor, guru sebagai pengamat, dan guru sebagai model. Siswa memiliki peran seperti: siswa sebagai perencana, siswa sebagai kelompok, siswa sebagai tutor, siswa monitor dan evaluator. Kesimpulan dari penelitian ini adalah bahwa guru Bahasa Inggris di SMP Muhammadiyah 1 Surakarta menggunakan berbagai macam teknik dalam proses belajar mengajar yang dapat mengembangkan keterampilan berbicara bahasa Inggris siswa. Dari berbagai teknik membuat siswa tertarik dan menikmati mengajar belajar bahasa Inggris. Oleh karena itu, siswa tidak akan bosan dan malas dalam kelas. Para siswa dapat memahami materi, siswa menjadi lebih aktif dan kreatif terutama dalam belajar keterampilan berbicara dan siswa menjadi tertarik, sehingga menikmati proses belajar mengajar keterampilan berbahasa Inggris.

Kata kunci: teknik, kemampuan berbicara, peran guru, peran siswa.

1. INTRODUCTION

Speaking skill is very important in SMP Muhammadiyah 1 Surakarta, because speak is the base when we transferring the information to another. But in SMP 1 Muhammadiyah, Students are less interested to learn English subject because they think speaking English is very difficult and they have bad pronunciation, so just a few students used English in speaking. To make the students speak in English and interested to speak English the teacher should use a variety of ways to develop the teaching and learning process of the students' English language skills.

The researcher uses several theories to support the research. There are several theories her research, namely Notion of Approach, Method, and Technique, Notion of Speaking, notion of teachers' role, and students' role.

According to Anthony (in Fauziati, 2014: 13) defines "A technique is implementation - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a *method*, and therefore in harmony with an *approach* as well". According Richards and Rodgers (in Fauziati, 2014: 13) they define the approach as "assumptions, beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom".

According to Bailey and Savage (1994: vii) state that "speaking in a second or foreign language has often been viewed as the most demanding of the four skills".

According to Anthony (in Fauziati, 2014: 12) defines method as "an overall plan for the orderly presentation of language material, no part of which contradicts and all of which is based upon the selected approach. And approach is axiomatic whereas a method is procedural". According to Anthony (in Fauziati, 2014: 13) defines "A technique is implementational - that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a *method*, and therefore in harmony with an *approach* as well". According Richards and Rodgers (in Fauziati, 2014: 13) they defines approach as "assumptions beliefs and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in classroom"

As Kayi inferred from many linguistics on her article in internet on Teaching English as A Second Language (TESL, Journal Vol. XII, No. 11, November 2006: 1-2), there are thirteen activities to promote speaking, which are: discussion, role play, simulations, information gap, brain storming, story telling, interviews, story completion, reporting, playing cards, picture narrating, picture describing and prepared talks.

Harmer (2007: 1) Teacher's Role Classification Teacher as a controller complete charge of class center of attention in front of the class uses a lot of talking introduction of new language accurate reproduction and drilling techniques. Harmer also states that some of the most common teachers' roles are the following: Controller Prompter, Resource, Assessor, Organizer, Participant, and Tutor.

According to Johnson (in Paulston, 1976: 39-46) spells out learner role in individualized approach to language learning: a) the learner is planner of his or her own learning program and thus ultimately assumes responsibility for what he or she does in the classroom; b) the learner is monitor and evaluator of his or her own progress; c) learner is a member of a group and learns by interacting with others; d) the learner is tutor of other learners; e) the learner learns from the teacher, from other students, and from other teaching sources.

Based on the review above, the researcher wants to describe the classroom techniques used by the teacher to develop students' English speaking skill. To show the originality of this research, the writer takes some previous study related to teaching English speaking skill. There are Kustati (2012), Duenas (2013), Rumiarsih (2013), Khasmiatun (2013), Munir (2014), Darmayenti (2015), and Alharbi (2015).

The writer compares the result with the others previous finding, it can be acquired the differences with the finding from Rumiarsih (2013), the result in her research finding, she found the teacher used STAD Strategy was successful in improving the students' speaking skill. It made the students more

active in the learning process and at the same time made their learning more meaningful and fun for them. The similarities between previous finding with this research finding is equally developing speaking skill. In Khasmiatun (2013), the result in her research finding, she found the teacher used the mind mapping strategy in speaking teaching learning process can improve students skills. By using mind mapping strategy, the students are getting better in processing word, are more polite in speaking, and show good performance when speaking. The similarities between previous finding with this research finding is equally developing speaking skill.

The result of this study is different with the previous study above, because the result of this research is the English teachers in *SMP Muhammdiyah 1 Surakarta* used various techniques to develop the students' speaking skill. The classroom technique has each purpose in teaching-learning process. By using the various classroom techniques, it makes the students interested and enjoyed in teaching-learning English language. The students become more active and creative especially in teaching speaking skill. The various techniques to develop students' English speaking skill are used such as: question and answer in group, conversation practice, discussion, role play, playing cards, picture describing, retelling video, and storytelling.

2. RESEARCH METHOD

This research is descriptive qualitative, especially naturalistic study to describe classroom techniques by the teacher to develop students' English speaking skill at *SMP Muhammadiyah 1 Surakarta*. The researcher gets data from three sources such as event, informants, and document. The researcher uses two methods in collecting data, they are interviewed and observation. The researcher analyze the collecting data, the researcher takes some steps such as collecting the data, reduce the data, presentation the data, and takes conclusion drawing or verification the data. In *SMP Muhammadiyah 1 Surakarta* has three English teachers, the first teacher is Mrs. X, the second teacher is Mr. Y, and the third teacher is

Mr. Z. The object of this research is focused on the English teaching techniques are applied by English teachers to develop students speaking skill at SMP Muhammadiyah 1 Surakarta.

3. FINDING DISCUSSION

This research focuses on the questions of problem statements, they are (1) Type of classroom techniques in teaching English speaking skill, (2) Purposes of each technique, (3) Teacher's roles, (4) Student's roles at SMP Muhammadiyah 1 Surakarta.

1. Types of Classroom Techniques in Teaching English vocabulary skill at SMP Muhammadiyah 1 Surakarta

There are several techniques used by the English teacher to develop vocabulary skill, such as: Question and answer in group, Conversation practice, Discussion, role play, playing cards, picture describing, retelling video, and story telling.

a. Question and Answer in Group

The teacher used question and answer in group to divide the students in group or pair with the topic is **Asking and Giving Opinion**. The teacher gives some questions and the students must answer the question to speak the answer in their group. Question and answer in group can help the students to development speaking skill, because from question and answer in group the students can easily explain the ideas or can transfer the other ideas/opinion in their group.

Mrs. X : Okey, now please practice it.

Nana : Lina, do you think that English is difficult lesson?

Lina : I don't think so. I think there is no difficult lesson.

Nana : Pardon?

Lina : Yes, I think if we learn seriously, there is no difficult lesson. It's depend on our seriously.

Nana : I don't think so, in my opinion, it's difficult because I hard to do every tasks that are given by our teacher.

b. Conversation Practice

Conversation Practice is one of the methods based on communicative language teaching. The teacher used dialog with the topic is **Asking and Giving Opinion**. The conversation practice technique can help the students to express ideas orally without any confusion in the message due to the incorrect pronunciation and grammar. The teacher gives some keywords about asking and giving opinion and in pairs all students must dialog it, in front of the class.

*Alin : Ca, **what dou you think of my watch ?***

*Caca : Woow ! **I think it's very beautiful.** Who bought you the watch ?*

Alin : I bought it myself. I have saved some of my pocket money to buy it.

Caca : Really? It's good, Lin !

Mrs. X : Good my students, give applause for Alin and Caca. Who the next students?

c. Discussion

The teacher used discussion with the topic is **Announcement**. The teacher explain to the students about the material clearly, about the meaning and generic structure the announcement. After a content-based lesson, a discussion can be held for various reasons.

Mr. Y : Finished?

Students: Yes miss.

Mr. Y : Oke, whats is the answer number one?

Students : Participant, Miss.

Mr. Y : Okey, good.

d. Role Play

Role playing is a learning structure that allows students to immediately apply content as they are put in the role of a decision maker who must make a decision regarding a policy, resource allocation, or some other outcome.

In observation process, the teacher used role play with the topic is **Invitation**. The teacher explains the students about the material clearly.

Lala : Don't you know , today is my birthday.

Sinta : Really ? Oh, happy birthday

*Lala : Yeah , thank you. **Would you mind to come to my birthday party tonight?***

Sinta : Oh, I'd love to come. Where will the party be held ?

Lala : at Garing's cafe at 8 p.m.

e. Using cards

The teacher used to play cards with the topic is **Invitation Cards**. The teacher explain the students about the material clearly. Using cards can help the students to improve their creativity, their ideas, and through the cards, the students will be quickly, and easy to remember the material.

Dino : oke I'll read my invitation cards. It is my birthday invitation card. I'll invite my friends, dian, anti, nathan, sammy, and miss fafa. Please come in my home, tomorrow at 07.00 o'clock.

f. Describing Picture

Describing picture is an ideal way of practising the speaking English skill, and there's also a benefit for everyday-life image you want to show pictures.

The teacher used describing picture with the topic are **Description**. Describing picture can help the students to develop speaking skill, because from describing the picture the students can explain the ideas about the picture.

Desy : Justin Bieber, Justin Bieber is my favorite singer.

He is also cute. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time.

g. Retelling Video

Retelling video is a technique of practising the English speaking skill, and can make to improve their memorian and the studnets can express their ideas. Based on the observation, the teacher used retell video to divides the students in a group or pair with the topic are **Description Animal**. Retelling video can helps the students to develop speaking skill and improve their memory.

Riza : i will retelling about this video. This video about elephant. The elephants are herbivores and eat all types of vegetation such as grasses, leaves, and fruits. They have almost hairless skin, four legs, and a distinctive long, flexible, prehensile trunk. The elephants which is also known as the largest of all land mammals usually live in groups consisting of adult female elephant as the leader of the group, their children and their relative female elephants.

h. Storytelling

Storytelling is a flexible design research method with a broad range of applications, associated processes and variations. Based on the observation, the teacher used storytelling to divide the students in a group or pair with the topic are **Recount Text**. Storytelling can helps the students to develop speaking skill and improve their creativity, from these

techniques the students can express their own word to explain their story.

Dias : I'll tell you about my holiday. Last week, I spent my vacation in Jogjakarta, the city is famous in Indonesia. I went to the temple of Borobudur. My family and I went there in the morning we went to Borobudur temple by private car family. I had prepared everything before we went to Jogja by car. My family and I arrived at the Borobudur Temple at 4:30 pm. There, I saw a lot of tourists. Borobudur temple is crowded on a holiday vacation. We returned at 22:30 at night. It was a very interesting holiday for me and my family was happy.

2. The purposes of Each Technique in Teaching English Speaking Skill at SMP Muhammadiyah 1 Surakarta

There are several purposes of each technique used by the teacher to develop students' English speaking skill, such as:

- a. Question and answer in group can helps the students to development speaking skill, because from question and answer in group the students can easily to explain the ideas or can transferring the another ideas/opinion in their group.
- b. Conversation practice can help the students to express ideas orally without any confusion in the message due to the incorrect pronunciation and grammar and to prepare students for the real- life.
- c. Discussion can helps problem solving , decision making and personality assessment, and to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

- d. Role Play can help the students to remember the material, to help the students take on a decision, to help the student's fluency in practice English speaking.
- e. Playing Cards can help the students to improve their creativity, their ideas, and through the cards, the students will be quickly, and easy to remember the material.
- f. Picture Describing can helps the students to development speaking skill, because from decribe the picture the students can explain the ideas about the picture.
- g. Retelling video can helps the students to development speaking skill and improve their memory, from this techniques the students can express their own word from this video, nothing true or false the students can explain their idea or opinion through spoken English.
- h. Story telling can helps the students to development speaking skill and improve their creativity, from this techniques the students can express their own word to explain their story.

3. Teachers Roles in Teaching Learning Process Speaking Skill

According to Harmer (1983:57)" teachers' role may change from one activity to another, or from one stage of an activity or another. All rules, aim to facilitate the students' progress in some way or other" Based on this statement, the teacher is tools to facilitate the students in the classroom. In her observation, the writer found some teachers' role in each teaching technique. There is several teachers' role that the writer found in her observation (1) teachers as controller, (2) teachers as organizer, (3) teachers as prompter, (4) teachers as resource, (5) teachers as tutor, (6) teacher as observer, (7) teachers as model. The finding is relevance with Harmer theory.

4. Students' Role in Teaching Learning Process Speaking Skill

In her observation, the writer found some students' role in each teaching technique. There is several students' role that the writer found in her observation such as:

- a) Students as planner means the students should make a planning of their learning program and they have responsibility for what they do in the classroom. They can build a critical thinking about the material that explained by the teachers.
- b) Students as group means that the students can share their ideas or knowledge with other students and the teacher. The students can ask and then discuss with others if they find the difficulties the material.
- c) Students as tutor means the students facilitate the teacher to learn with others so that the students can share their knowledge with others. The student who already understands with the material that has been taught to teach his friend who cannot or have not understood about the material.
- d) Students as monitor and evaluator, its means of his own learning program. They can monitor and evaluate their learning program by themselves. The students can monitor their learning progress from the result of their task, by the seeing the result can see how far they understand the material.

4. CONCLUSION

The researcher makes a conclusion that the English teacher at SMP Muhammadiyah 1 Surakarta used various techniques to develop the students speaking skill. The classroom technique has each purpose in teaching learning process. From the various classroom techniques make the students interested and enjoy in learning English language. Therefore, the student will not be bored and lazy in the class. The students can understand the material, and the students become more active and creative especially in learning speaking skill. Based on the result, actually the classroom technique used by the teacher is very important to make the

student interested and enjoy the teaching learning process of English speaking skill and can understand the material, so they can answer the question from the material.

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